

About the unit/ Where this unit fits

Our unit is a Cultural Unit about "*Halloween day*", it takes place on October 31st 3rd course IE. This unit has been designed with a sequence of three 20 minutes sessions. Where they will participate in a class party with a spell, a wizard recipe, different Halloween disguises, and a very simple story where the spell is the most important part.

Besides, they will be able to identify and follow the sequence of the story/narration in the pictures already taken. Finally we will have to raise the final task with the power point to the web page of the school.

Prior Learning

- The pupils knew the existence of Halloween's day.
- The songs associated to basic routines.

Language used in the unit

We are going to work in class with an informal language, also extreme paralinguistics associated to magic events, the language of Spells and lots of cues and illustrators.

Recipe (format: ingredients, steps, final outcome)

Recipe which will become a Narration or a written story of the experience.

Important Resources

Most important resources will be the song, pumpkins, the cauldron stickers and other materials like hats, ingredients (spiders, worms...)

Expectations

At the end of this unit all the children must

- Associate different illustrators to the sequence of the spell 'Hocus Pocus'.
- Identify some ingredients (spider worms) one, two, and three....
- Celebrate a Halloween's party
- Associate Halloween with dressing up of scared characters.

<p>At the end of this unit most of the children should</p>	<ul style="list-style-type: none"> • Remember the sequence of the spell 'Hocus Pocus' • Identify their character and their turn. • Identify specific information in written text
<p>At the end of this unit some of the children could</p>	<ul style="list-style-type: none"> • They know rhythm of the song, hum it and produce the holophrases following the sequence given • Tell usual Halloween characters. • Participate in the narration of the story and predict the following step.

Lessons Overview

Lesson	Learning goals	Learning outcomes	Main activity	Assessment criteria
1	<ul style="list-style-type: none"> Interact with others, and gradually acquire elementary patterns of coexistence and social relationship, as well as exercised in the peaceful resolution of conflicts. Develop communication strategies, listening and interaction skills in different languages and forms of expression (speaking skill) Start in the logical-mathematical skills in literacy and in the movement, gesture and the pace. 	<ul style="list-style-type: none"> Learn what is a spell Know the Halloween day Familiarize with the song Humming Use illustrators 	<ul style="list-style-type: none"> The children have an animal in order to represent it on the spell story. 	<ul style="list-style-type: none"> Recognise the meaning of words/sequence in the spell Use the illustrators (to convey meaning) Use paralanguage (stress pattern, intonation, pitch) Know the movements of song spell Sing the routines songs by their own

2	<ul style="list-style-type: none"> • Acquire progressively autonomy in their usual activities. • Start in the logical-mathematical skills in literacy and in the movement, gesture and the pace. • Develop communication strategies, listening and interaction skills in different languages and forms of expression (speaking skill) 	<ul style="list-style-type: none"> • Develop listening skills • Develop respect attitudes • They are partakers of the experience of dramatization of the sorcery. • Respect the turn of the other companions 	<ul style="list-style-type: none"> • The children have an animal in order to characterise it on the spell story. And now the animals had hats on their heads. 	<ul style="list-style-type: none"> • Recognise the meaning of words/sequence in the spell • Use the illustrators (to convey meaning) • Use paralanguage (stress pattern, intonation, pitch) • Draw without breaking • Know their turns on the spell.
3	<ul style="list-style-type: none"> • Acquire progressively autonomy in their usual activities. 	<ul style="list-style-type: none"> • Develop listening skills • Develop respect attitudes 	<ul style="list-style-type: none"> • The children have an animal in order to characterise it on the spell story with their own experience. 	<ul style="list-style-type: none"> • Recognise the meaning of words/sequence in the spell • Use the illustrators (to convey meaning)

- Start in the logical-mathematical skills in literacy and in the movement, gesture and the pace.
- Develop communication strategies, listening and interaction skills in different languages and forms of expression (speaking skill)
- Interact with others, and gradually acquire elementary patterns of coexistence and social relationship, as well as exercised in the peaceful resolution of conflicts.

- They are partakers of the experience of dramatization of the sorcery.
- Respect the turn of the other companions

- Use paralanguage (stress pattern, intonation, pitch)
- Recognise the specific information.
- Know the spell story